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REPORTS

OF THE

SELECTMEN

AND

SUPERINTENDING SCHOOL COMMITTEE

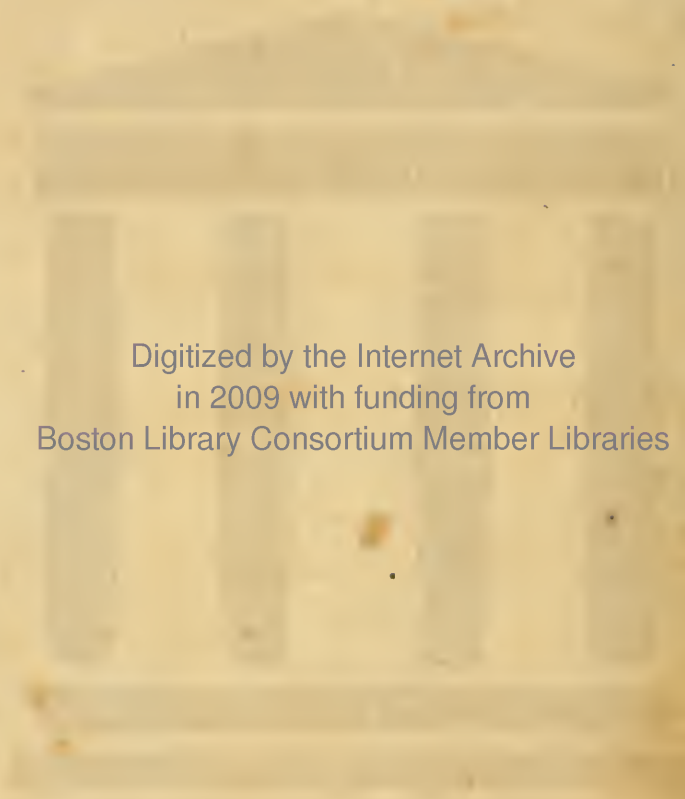
OF THE

TOWN OF CANTERBURY,

FOR THE YEAR

ENDING MARCH 2, 1865.

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SELECTMEN'S REPORT.

Due from Collector, March 1, 1864,	477 31
Whole amount committed to the Collector,	7,520 77

\$7,998 08

The Collector discharges himself as follows :—

Paid State Treasurer,	2,295 00
County Treasurer,	961 44
Town Treasurer,	3,938 10
Non-resident highway receipts and taxes given in,	87 79
Collector's poundage,	75 20

\$7,357 53

Amount due from the Collector,	640 55
Whole amount of money and receipts returned by the Treasurer,	25,176 83
Whole amount paid out,	24,436 82

Remaining in the treasury,	740 01
Due T. L. Whidden, Overseer of the Poor,	131 15

\$608 86

RECEIPTS.

Amount remaining in treasury, March 1, 1864,	1,129 29
Received bounty for fourteen volunteers,	868 00
Philip M. C. Jones' bill,	1 00
Received of Joseph Dow, for cash and morphine,	12 00
Bania Scales, on note of town,	32 00
Thomas S. Tucker's bill,	5 00
Wm. P. Whidden, on note,	100 00
Mary P. Whidden, “	500 00
Charles W. Colby “	600 00
Eliza E. Colby, “	130 00
Solomon M. Clifford, “	40 00
Bounty for three volunteers,	186 00

Received of Marden & Elkins, on note,	150 00
John Glines, “	50 00
David A. Morrill, “	300 00
Hiram Cilley, “	100 00
David M. Clough, note,	1,000 00
Freeman Webster “	500 00
Wm. F. Sargent, “	75 00
Wm. H. Currier, collector for 1862,	77 79
Wm. P. Small, for use of money,	2 00
Abel B. Boise, on note,	115 00
Ann M. Cockran, “	800 00
J. C. Elliott, “	250 00
Marcia E. Forrest, “	50 00
John E. Forrest, “	550,00
Henry L. Elliott, “	400 00
Jedediah Sanders, “	250 00
Leonard Colby, “	100 00
State Treasurer, 2d installment, three volunteers,	120 00
Ephraim Plummer, on note,	1,000 00
John C. Smith, “	400 00
Sarah Dyball, “	235 00
Joseph Heath, “	50 00
State Treasurer, literary money,	109 26
E. A. M. Hill, on note,	200 00
Elice C. Chase, “	188 00
Mary Colby, “	200 00
Betsey S. Morrill, “	250 00
Mary E. Lyford, “	200 00
S. P. Fowler, “	290 00
Wm. H. Curtis, State bounty,	100 00
Moses E. Haynes, on note,	100 00
Charles P. Haynes, “	100 00
Jeremiah C. Foster, “	100 00
Lucy M. Mason, “	70 00
Mary S. Mason, “	30 00
Dan W. Morrill, “	150 00
Lizzie C. Morse, “	100 00
Laroy F. Morse, “	35 00
Joseph C. Wyatt, “	95 00
Curtland Elliott, “	100 00
Daniel M. Huse, “	500 00
Morrill Moore, “	50 00

Benj. O. Foster,	“	55 00
George Scales,	“	300 00
Jonathan Randall,	“	100 00
Mary J. Randall,	“	30 00
John Lyford,	“	244 87
Lowell Beck,	“	200 00
Joseph Graham,	“	600 00
Martha Randall,	“	55 14
Daniel Randall, Jr.,	“	47 49
Cortez Randall,	“	42 58
James S. Elkins,	“	400 00
State Treasurer, Railroad money,		96 99
E. G. Chase, use of ground 2 years,		10 00
George B. Colby, on note,		200 00
Stephen Wiggin	“	100 00
Albert Blanchard,		200 00
State aid,		2,025 12
S. S. Davis, collector for 1864,		7,357 53

\$25,176 53

EXPENDITURES.

Miscellaneous Bills.

Use of Hall for School Commissioner, 2 years,	2 00
Insurance assessment for town farm,	3 06
Blanks for assignment of State bounty,	60
Cashing State bounties,	225 00
B. F. Brown, recruiting agent,	4,000 00
T. L. Whidden, lime and sand for town farm,	1 00
“ “ setting glass in town house, and wood,	3 00
“ “ services on burying ground wall,	3 00
E. G. Chase, taking care of burying ground 2 years,	10 00
L. T. Weeks, for blanks,	2 50
“ “ recording deaths,	2 00
Taxes given in and non-resident highway receipts,	89 12
L. T. Weeks' doctor's bill,	47 00
Tax on town farm,	27 13
E. Osgood, building burying ground wall,	100 00
B. W. Sanborn, stationery,	12 10
Rollins & Co., revenue stamps,	21 50
Wm. Butterfield, printing town reports, 1864,	28 75
N. Emery, damage on sheep,	10 00

Jona. Ayers, services as surveyor,	3 50
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\$4,591 26

Roads and Bridges.

John McNeil, snowing bridge,	7 00
Charles Glines, work and lumber on bridge,	33 55
Joseph Heath, " "	42 00
Joseph K. Hancock, " "	5 00
J. Sanders, " "	1 20
J. & J. C. Gage, " "	12 47
Joseph Ayer, spikes, &c. for bridge,	3 52
S. Morrill, work and lumber "	10 89
D. M. Clough, making new highway,	100 00
E. Osgood, work on highway,	5 00
A. B. Boise " "	1 50
T. L. Whidden, services on bridge near J. Sanders,	3 00

\$225 13

Notes Paid.

N. Emery, note and interest,	101 00
S. A. Morrill, "	50 50
S. G. French, "	241 44
F. E. Morrill, "	554 85
L. B. Fellows, "	510 23
B. Whidden, "	102 45
M. V. B. Davis, "	221 92
S. Phillips, "	926 33
A. K. Tilton, "	716 74
C. W. Bachelder "	33 54
C. H. Colby, "	204 07
Mary Colby, "	180 50
Jane A. Fowler, "	205 87
Sally Forrest, "	40 00
S. M. Clifford, "	40 80
Charles W Knights, "	326 30
Warren J. Brown, "	802 00
Mary Davis, "	25 00
Moses E. Haynes, "	37 59
Dennis Kelley, "	52 80
M. Hoag, "	218 00
J. M. Harper, "	210 60
Jed. Sanders, "	100 00

P. Whidden,	“	18 00
Andrew Moody,	“	50 00
Prescott Hall,	“	205 90
S. P. Fowler,	“	90 00
Mary Whitney,	“	42 00
Kendrick Ludlow,	“	50 00
Curtland Elliott,	“	25 00
Jer. C. Foster,	“	101 90
Thos. C. Smith,	“	50 00
A. B. Whidden,	“	500 00
Joseph Ayers,	“	93 00
T. H. Sanborn,	“	537 95

\$7,668 28

School Money.

A. S. Taylor, Loudon, taken from No. 4,	8 43
Paid Dist. No. 1, Nahum Blanchard, Agent,	147 60
“ 2, Charles L. French, “	76 35
“ 3, Wm. F. Sargent, “	79 39
“ 4, G. W. Peverley, “	111 00
“ 5, D. M. Foster, “	82 39
“ 6, John Lyford, “	124 87
“ 7, J. M. Foster, “	186 87
“ 8, David Parker, “	122 08
“ 9, E. H. Knowles, “	33 63
“ 10, Ralph Streeter, “	55 08
“ 11, James Colby, “	38 17
“ 12, B. O. Foster, “	60 77

\$1,126 63

Town Officers.

Paid L. T. Weeks, services as Town Clerk,	35 00
T. L. Whidden, services as Selectman,	132 12
S. B. Foster, “	57 25
D. M. Clough, expenses filling town quota,	5 30
S. S. Davis, constable fees,	10 50
“ collector,	75 20
T. L. Whidden, services and expenses filling town's quota,	85 00
T. L. Whidden, treasurer,	20 00
“ services paying dependents upon U. S. soldiers,	25 00

Paid Expenses of Selectmen at office.	47 00
Selectmen's expenses away from office, including	
horse hire,	24 75
Auditors,	3 50

\$520 62

Superintending School Committee.

Paid William H. Foster, services in 1863,	22 50
Jona. Ayers, services in 1864.	54 00
L. T. Weeks, “	36 75

\$113 25

Paid Volunteers.

N. B. Dearborn,	\$200
M. E. Haynes,	300
C. P. Haynes,	300
L. E. Batchelder,	500
C. M. Smith,	50
T. C. Smith,	200
George H. Gleason,	200
W. J. Brown,	200
J. K. Wells,	200
J. W. Ham,	200
Henry Dickinson,	300
Charles Booth,	300
James Logan,	300
Kendrick Ludlow,	200
M. J. Boin.	300

\$3,750

Re-enlisted Volunteers.

Gilbert F. Dow,	\$100 00
George W. Clark,	200 00
Royal Seales, jr.,	200 00
John Lovejoy,	201 00
Lewis H. Cheney,	200 00
Thomas J. Brown,	204 33

\$1,105 33

Paid State Aid.

Melinda Burden,	\$156 00
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J. Dow and wife,	185 15
H. Locke,	52 00
Prudence Bland,	120 00
Alice C. Austin,	84 00
Mary E. Noyes,	40 00
Mary A. Foss,	144 00
Lucinda Hall,	72 00
Betsey McClentick,	102 00
Laura E. Haskell,	84 00
B. B. Nudd and wife,	96 06
Wm. Avery and wife,	142 40
Royal Scales and wife,	93 60
Stephen Marsh,	31 01
D. S. Beckman for H. M. Austin.	48 00
Jos. T. Brown and wife,	69 60
Mary A. Dearborn,	96 00
Thos. Clough, for Alice Pero,	48 00
Sarah B. Boise,	21 73
Louisa Ludlow,	21 73
Jane S. Smith,	22 00
Susan A. Batchelder,	24 00
James Twombly and wife,	44 00
H. S. Gleason and wife,	44 80
Mary J. Ham,	22 00
H. A. Clough for Geo. Q. Smith,	22 00
Hattie A. Gleason,	33 73
Lizzie S. Garland,	38 00
Eliza Lovering,	15 20
Hiram Haynes and wife,	46 67
R. T. Dearborn, Dis Vol.,	48 00
Charles S. Sargent, “	12 27

\$2,079 88

RECAPITULATION.

Miscellaneous expenses,	\$4,591 26
Roads and bridges,	225 13
Notes paid,	7,668 28
School money,	1,126 63
Town officers,	520 62
Superintending School Committee,	113 25
Volunteers,	3,750 00
Re-enlisted volunteers,	1,105 33

State aid,	2,079 88
State and County tax,	3,256 44
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	\$24,436 82

Financial condition of the Town, March 1, 1865.

Due Polly Ham, note including interest,	\$124 26
Jane Haines, “	177 38
Jonathan Randall,	849 50
Charles H. Chase,	553 78
Rachael Heath,	189 91
Laroy F. Morse,	133 47
Joseph G. Clifford,	347 64
John A. Lougee,	346 91
James S. Elkins,	1,227 28
Dennis Kelley,	346 72
True K. Mason,	547 02
Abigail Garland,	649 80
Abigail Parker,	231 12
James Sanborn,	228 30
David Morrill,	227 41
Melinda Hoag,	322 45
Harrison Brown,	363 85
Thomas L. Whidden,	158 56
Daniel Sanborn,	226 52
John H. Irvin,	1,373 17
Cortez Randall,	520 83
David Randall,	84 19
Martha Randall,	91 86
Lydia French,	77 59
S. P. Fowler,	2,060 76
Mettie C. Clough,	22 13
Ruth Chase,	875 00
Marden & Elkins,	599 72
John Lyford,	330 52
Betsey S. Morrell,	531 50
John Glines,	329 79
Joseph Ayers,	341 49
Mary Colby,	204 83
Parsons Whidden,	1,710 00
Sarah Hancock,	119 02
Marstin Tallant,	270 52
Mary Dais,	512 91

Due Samuel M. Thompson,	645 75
Samuel Hill,	189 36
J. C. Wyatt,	203 00
Andrew B. Taylor,	645 54
Jesse D. Sanborn,	1,955 06
Nathaniel Pallett,	214 83
Sally Forrest,	602 68
Wm. P. Whidden,	212 91
Mary P. Whidden,	527 50
Charles W. Colby,	633 00
Eliza E. Colby,	137 15
Charles A. Gile,	161 12
Wm. Jones,	322 24
Sally Morrill,	863 02
Mary Whitney,	708 17
Sally B. Sanborn,	26 82
Jeremiah C. Elliott,	580 28
George W. Lake,	107 24
Ann M. Brown,	321 53
Eliza R. Randall,	26 76
Benj. O. Foster,	114 60
Wm. P. Mason,	21 43
Joseph Graham,	768 89
Sarah Graham,	107 06
John W. Bouilet,	107 06
Andrew Moody,	163 53
Sally Bean,	507 74
Bernice Scales,	33 90
David A. Morrill,	315 90
Hiram G. Cilley,	105 25
David M. Clough,	1,052 50
Freeman Webster,	525 83
William F. Sargent,	78 45
Russell A. Burden,	208 00
John H. Moody,	208 00
Gilbert F. Dow,	104 00
Ann M. Cochran,	828 40
Abel B. Boise,	119 15
Maria E. Forrest,	51 75
John E. Forrest,	569 25
Henry L. Elliott,	412 86
Jedediah Sanders,	159 30
Leonard Colby,	103 20

Due Ephraim Plummer,	1,030 50
John C. Smith,	411 80
E. Laroy Batchelder,	514 34
Moses E. Haynes,	785 40
Charles P. Haynes,	824 07
William H. Carter,	1,131 56
Alvin B. Whidden,	528 67
Thomas S. Smith,	772 90
Charles W. Smith,	977 24
Napoleon B. Dearborn,	822 94
George H. Gleason,	822 00
Isaac K. Wells,	820 40
Joseph W. Ham,	820 40
Kendrick Ludlow,	769 35
Moody J. Boise,	712 60
Sarah Dyball,	239 00
Joseph Heath,	51 28
E. A. M. Hill,	205 00
Alice C. Chase,	192 70
Mary E. Lyford,	204 76
Lucy M. Mason,	71 31
Mary S. Mason,	30 57
Dan W. Morrill,	152 25
Lizzie C. Morse,	101 50
Curtland Elliott,	76 25
Daniel M. Huse,	505 83
Morrill Moore,	50 58
George Scales,	302 70
Mary J. Randall,	30 21
Lowell Beck,	200 90
George B. Colby,	200 00
Stephen Wiggin,	100 00
Albert Blanchard,	200 00
Widow Sarah Randall,	250 16
Two re-enlisted volunteers,	400 00
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	\$48,366 89

Liabilities of the town, literary fund not included,	48,366 89
Due from S. S. Davis, collector for 1864,	640 55
William Currier, collector for 1862,	28 83
Amount in the treasury,	608 86

Due from State for aid to soldiers' depts	1,418 93
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	\$2,697 17
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Liabilities of the town,	\$48,366 89
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Due as above,	2,697 17
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Indebtedness of town exclusive of literary fund,	\$45,669 72
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Amount of literary fund,	1,241 72
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THOMAS L. WHIDDEN,	} <i>Selectmen</i>
JOSEPH AYERS,	
S. B. FOSTER,	

} *of*
} *Canterbury.*

The undersigned, appointed to audit the accounts of the Selectmen and Treasurer for the year 1864, have examined said accounts and find them correctly cast and properly vouched.

EDWARD OSGOOD,	} <i>Auditors.</i>
JONA. AYERS,	

REPORT OF OVERSEER OF THE POOR.

Receipts.

City of Concord, for Mary Elliott,	\$60 64
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Merrimack county, for paupers,	1,333 72
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	\$1,394 36
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Expenditures.

Mary Elliott,	\$76 39
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John Glover,	112 22
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Martha and Lucy Burdeen,	93 26
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Prudence Bland,	80 30
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Electa A. Moody,	37 72
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John Burdeen,	102 17
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Polly Ash,	27 15
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Lydia Marsh,	40 03
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James Twombly,	7 25
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Gordon Ingalls,	73 00
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Sampson Battis,	48 45
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Sibyll Stevens,	9 00
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Clara Robinson,	4 00
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Francis Robinson,	9 50
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Ordway children,	25 10
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Widow of Hiram Miles,	37 00
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Thomas Tucker,	10 25
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Charles H. Davis,	3 00
Eliza Haskell	2 00
Henry Burnham,	3 00
Nath. Robinson,	37 00
Cynthia McDaniel,	6 66
Print and sheeting for Mrs. Sargent,	4 84
Cash paid Wm. Sargent, a pauper,	2 00
Traveller,	2 00
Plough point, for farm,	1 25
Jesse Kimball on settlement,	9 08
A. J. Bennett, for wood for L. Marsh,	5 00
John Small, cash,	210 00
For support of Mary E. Whitney,	26 00
David Woolford,	29 92
Postage stamps and envelops,	2 00
John Small for services at farm,	328 97
T. L. Whidden, overseer of poor,	60 00
Expenditures,	\$1,525 51
Receipts,	1,394 36
Due overseer of the poor.	\$131 15

Inventory of Property at Town Farm.

Farm, 170 acres,	\$2,000 00
2 oxen,	200 00
5 cows,	200 00
2 shoats,	20 00
5 tons English hay, 8,000 feet lumber at mill in the log, 5000 No. 1 heart shingle, 1,000 feet sawed lumber, (part oak and part pine), one set cart spokes, 6 bushels oats, 16 bushels corn, 2 bushels beans, 2 1-2 bushels meal, 1 barrel flour, 3 corn brooms, 15 pounds dried apples, 100 pounds bacon, 25 pounds butter, 40 gallons vinegar, 40 gallons cider, 1 1-2 bbl. soap, 6 lbs. sugar, 75 lbs. beef, 80 lbs. pork, 40 bushels potatoes, 10 bushels beets, 8 bushels carrots, 55 lbs. candles and tallow, 15 lbs. lard, 1-2 box fine salt, 1 bushel coarse salt, 3 gallons boiled cider, 2 gallons molasses, household furniture and farming tools as good as last year, wood about the same as last year.	

Expenditures at Town Farm.

28 gallons molasses, 28 64, 109 lbs. sugar 27 34,	\$55 98
9 bbls flour, 105 70 camphor and alcohol, 2 08,	107 78
7 3-4 lbs tea, 10 98, 110 lbs dry fish and mackerel, 8 49,	19 47
109 yds prints and sheeting, 47 47, mending shoes, 14 78,	62 25
corn meal and middlings, 49 48, 402 lbs. beef and pork, 41 40	90 88
Sewing thread, 4 71, salt, 7 24, peppermint, 37,	12 32
Blacksmithing, 12 65, 2 pairs pants, 8 00,	20 65
2 yoke oxen, 345 00, other articles, 5 66,	350 66
1,658 lbs. hay, 14 09, 1 bbl. super phosphate, 7 45,	21 54
5 bushels oats, 4 00 16 bushels potatoes, 12 88	16 88
7 milk pans, 2 77, 1 brass kettle, 3 43,	6 20
1 pair boots, 3 00, plough point and other articles, 16 19,	19 19
10 lbs stocking yarn, 16 00, 4 bbls. apples, 9 00,	25 00
9 lbs. tobacco, 4 00. other articles not specified, 134 18,	138 18
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	\$946 98

Receipts at Town Farm.

Sold 178 lbs. butter, \$65 28, 62 lbs. cheese, 11 67,	\$76 95
31 1-2 dozen eggs, 7 27, 3 yoke oxen, 500 00,	507 27
128 lbs. poultry, 16 70, 6 barrels, 1 87,	18 57
9 lbs rags, 90c, calf skin and cow hides, 7 46, 8	36
20 1-2 lbs. veal, 1 92, old iron, 1 83,	3 75
Boot between oxen, 10 00, pasturing cows, 11 00,	21 00
Lumber sold, 55 71, 2 calves, 10 00,	65 71
3 days work, oxen, 3 00, 35 days work, J. Small, 41 40,	44 40
Cash of Thomas L. Whidden.	210 00
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	\$956 01
	946 98
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	9 03

FINANCIAL CONDITION AT THE TOWN FARM.

Receipts.

John Small, balance in his hands on settlement,	\$9 03
Merrimack county, for support of paupers,	790 70
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	\$799 73

Expenditures.

Interest on farm,	\$120 00
John Small's salary,	338 00
Paid by T. L. Whidden for paupers at farm,	265 69
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	\$723 69
Balance due farm above expenditures,	76 04
Whole number of weeks board at the farm for year ending March 1, 1865, 934.	
Number now at the farm,	

THOMAS L. WHIDDEN,

Overseer of the Poor.

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

The Superintending School Committee of Canterbury, respectfully submit to the town the following report. The position of your committee being a responsible one, and viewing the interests involved, with much solicitude, we have been unable to discharge our duties without embarrassment, and present this report with diffidence.

DISTRICT NO. 1.

Summer term. Taught by Miss Ann E. Huse. Length of term 12 1-2 weeks. Whole number of scholars, 15. Average attendance, 12. The teacher was very industrious, and the scholars evidently applied themselves. The order and progress, very good.—Many useful lessons were added to the text book studies, particularly in morals. The general results were gratifying.

Winter term. Charles M. Emery, teacher. Length 12 weeks. Number of scholars, 25. Average attendance, 17 1-2. Mr. Emery's merits as a teacher are well known and appreciated; and the school has flourished under his care. The indications are that this district *generally* sustains its teacher. The scholars, with a *few exceptions*, are studious and advancing.

DISTRICT NO. 2.

Summer term. Taught by Miss Minnie J. Whitney. Length of term 8 weeks. Whole number of scholars, 18. This short term was unfortunately interrupted by the sickness of the teacher, but all things considered, was tolerably successful. The teacher was without experience in teaching, but seemed to labor earnestly for the advancement of her pupils. This is not a suitable school for a young teacher's first effort.

Winter term. William H. Foster, teacher. This veteran teacher labored with his usual energy and success. The interest and improvement exhibited at the final examination were quite satisfactory. Writing received its proper share of attention, and the improvement made, as well as the neatness of the books, showed care-

ful supervision on the part of the teacher. In his remarks, he praises the scholars for their "prompt attendance, good behavior and rapid improvement", and the parents for their "interest and encouragement."

DISTRICT NO. 3.

This school is small and quiet. The teacher and pupils meet with encouragement at *home* in most cases. The pupils respect their teacher, and take pleasure in their studies. The result is praiseworthy.

Summer term. Taught by Miss Clara A. Dame. Length of school, 9 weeks. Number of scholars, 10. Average attendance, 7.

Winter term. Taught by Miss Augusta C. Foster. Length of school, 10 weeks. Number of scholars, 14. Average attendance, 12 1-4.

Each of these teachers is capable of instructing a large school. Both are worthy of encouragement.

DISTRICT NO. 4.

Summer term. Miss L. Maria Sargent, teacher. Length of term, 10 weeks. Whole number of scholars 26. Average attendance, 22.

Winter term. Mr. William W. Cate, teacher. Length, 9 weeks. Whole number of scholars, 27.

This school, under a succession of able teachers, has attained a high rank among our schools. Few teachers so uniformly give satisfaction to those best qualified to judge, as Miss Sargent. Mr. Cate had taught in this district before, and this winter fully maintained the reputation then gained, of a most agreeable and successful teacher.

The success of the schools in this district, suggests the regret that teachers of known worth and experience are so often permitted to seek employment in other towns, while unknown or young and inexperienced teachers are employed here, whose success must always be at least doubtful, because they can be obtained a few dollars a month cheaper. The difference between a good school and a bad one, is very great. With the first, all are grateful to the teacher, proud of their children and particularly pleased with themselves, and regret that it cannot continue longer; while with the latter, all are dissatisfied with the teacher, dissatisfied with their children and with themselves, and glad when it closes.

DISTRICT NO. 5.

David M. Foster, Esq., Prudential Committee. Miss Carrie E. Foster, of Canterbury, teacher of the summer term. Whole number of scholars, 24. Average attendance, 20. Term, 12 weeks. This school appeared to be well governed, and well taught. The reading and spelling, in the first class, showed marked improvement in that important branch of education. The other classes were passable, and had also improved in a good degree. In Arith-

metic the lower classes were fair; seven in Colburn's, had finished it up, and sustained themselves well; none better were found.—Those in Common School, into compound numbers, acquitted themselves well by solving their questions readily upon the board with much accuracy. The under classes in Geography were as good as usually found. The first class were prompt in their answers, and generally accurate. Grammar, decent for ages of those engaged. Writing, some gain. This was Miss Foster's first attempt at teaching; and it may be thought, she labored under the disadvantage of teaching in her own district. But she proved herself equal to the emergency. The teacher seemed to control her scholars with ease, and on this account the school appeared much more pleasant. On the whole, the final examination showed clearly that the teacher had been untiring in her efforts for the advancement of the school; therefore she should be commended for her exertions in behalf of her pupils. And if Miss Foster should in future give her attention to the profession of teaching, experience will find her qualified to meet the expectations of those who may enjoy the benefit of her instructions.

Winter term. Miss Emily French, of Sandwich, teacher.—Number of different scholars, 31. Average attendance, 25. Term, 11 1-2 weeks. On the first visit, it was very evident that the teacher, by her mild and loving disposition, gained the affection of her pupils, and thus secured good order without extra effort. And being mild and gentle in disposition, Miss French exercised a moral power over her pupils, winning them to duty, rather than forcing them. At the first examination the order was good, classes well arranged, and everything appeared favorable for a quiet, interesting, and profitable term. And as yet we are not aware that any fault has been found, either by those who attended school or their parents. Your Committee would here express his regret at being out of town, and necessarily detained, so that he was unable to visit this school at its close. For this reason he cannot speak from personal observation as to the advancement made, yet those interested aver that they were favored with a competent teacher, and a good school. And further, we are satisfied, judging the teacher by what we heard and saw at our first visit, that she did all she possibly could, during the term, to fit her pupils for the active duties of life. Of this, the Chairman who attended at the close will judge, and make such comments as he thinks proper. To close my remarks, however, I will say, in my humble opinion the good people of District No. 5, could hardly make a more profitable investment of greenbacks, than in erecting a new school house or to remodel the old one.

DISTRICT NO. 6.

Capt. John Lyford, Prudential Committee. Miss Mary E. Lyford, of Canterbury, teacher of both summer and winter terms. The summer term kept 12 weeks. Number of different scholars,

25. Average attendance, 20. This school at the close of the summer term, showed to a good advantage, notwithstanding the scholars were mostly young. The improvement in reading and spelling was highly commendable for scholars of this grade. The classes in the lower Arithmetics, answered very well considering their ages. Two in Greenleaf's Intellectual, appeared extremely well, answering very correctly. In Common School, answered well as far as they had progressed. In addition, the teacher had drilled them in other useful matter, such as committing, rehearsing, &c.

Winter term. Number of different scholars, 25. Average attendance, 20. This term continued 13 weeks. In reading and spelling, great improvement was made in each class. Your Committee noted the fifth reader in particular; as reading very promptly, pronouncing distinctly, and paying due attention to pauses. The classes in Emerson's and Holbrook's Arithmetics, performed well. The first class in Greenleaf's Intellectual, acquitted themselves honorably by explaining, and solving their questions in a very clear, and interesting manner. The younger class showed well. Your Committee was pleased with the performance of the class in Greenleaf's Common School Arithmetic, which had advanced more than two thirds through the book, and were able to answer the questions put, in a style clear and interesting. The illustrations at the board, were clear and well performed. This class merits a good degree of praise. The class in Grammar, and those in Geography, appeared well. In writing, fair improvement. Singing, and declamation, was interspersed between the exercises, which rendered the examination much more interesting and animated. In fine, this school had much to commend it to the approbation, not only of the Committee, but the people of the district, for having been attractive and profitable. Miss Lyford pre-eminently belongs to that class of teachers that are amply qualified to govern a school, and are willing to devote their whole time to the instructing of their pupils; hence, good success as a teacher has crowned her efforts thus far.

DISTRICT NO. 7.

Length of summer term, 9 1-2 weeks. Whole number of scholars, 45. Average attendance, 36 10-53. Miss Mary A. Baldwin, teacher. We believe Miss Baldwin is a worthy young lady of good qualities, and that she may quite likely succeed in some places, as we learn she has elsewhere, heretofore. But we are decidedly of opinion that she was not adapted to teach this school. Due allowance should be made for her having commenced the school in a state of ill-health. An unhappy state of feeling between the teacher and a large number of scholars arose early in the session, in which too many of the District shared. And the school was more than unprofitable. Some few small classes did very well, but the evil was more than the good. It is a source of painful regret, that

the members of this District are not more harmoniously active and solicitous for the success of their school. But were this otherwise, and the District endeavored to sustain the teacher, the success must have been only partial, for the want of adaptation of the teacher to the school, and from the absence of that sympathetic mingling of feeling and interest between teacher and scholars, apparent in every successful school. We hope this District will awake to its welfare, and restore its school to its former high standing.

The winter term, taught by Mr. H. W. Smart, resulted more fortunately. Great cordiality of feeling existed. The teacher was patient and indulgent, and the pupils satisfied, and acquiesced in the government, so that the order was commendable, and progress good, especially in all the classes in Arithmetic and Geography. The reading and pronunciation were not quite so perfect as desirable. As a whole, a very profitable term. Length, 11 weeks. Number of scholars, 42.

DISTRICT NO. 8.

As the Shaker School is noticed so extendedly in the general remarks, less need be said here. The summer term was under the care of Miss Angeline B. Clifford; a very quiet, efficient, experienced and successful teacher, to whom many visitors at the close of the term gave cheerful praise. The school was all order and success. Length of school, 12 1-3 weeks. Whole number of scholars, 34. Average attendance, 28.2.

The Winter term continued 12.4 weeks. Whole number of scholars, 21. Average attendance, 20.6. Mr. Henry F. Campbell, teacher. He is a young teacher—this being his first effort. All his energies seemed enlisted in his business, and he may well feel rewarded in the results. Being well adapted to teaching, and taking so much interest in it, he gives great promise as a successful teacher. The school, of boys in this District, is smaller in numbers, and younger, than usual; so that the material, for so forward a school as formerly, is lacking; yet, it is difficult to discover the difference, for the recitations were prompt and correct. The reading is seldom equaled.

DISTRICT NO. 9.

Mr. Elijah H. Knowles, Prudential Committee. Miss Nancie M. Foster, of Canterbury, teacher of both summer and winter terms. The number of different scholars, 7. Average attendance, 6. Term, 8 weeks. At the close of the summer term, your Committee found this school as he expected. In point of order, next to perfect. In improvement, second to none. In reading and spelling, branches of the highest educational importance, good attention was paid, and the improvement, as might have been expected from the character and high-tone of the pupils, was all your Committee could wish. All the other exercises were highly creditable, both to scholars and teacher. And further, your Committee would remark,

that the examination of the four young ladies in Greenleaf's Common School Arithmetic in answering questions, and demonstrations upon the board,—were noted in particular as being accurately performed, and deserving of much praise. In Greenleaf's Intellectual, they are far the best found. In Primary, performed well. Those in Grammar and History (both important branches of education), appeared well. In History, they reviewed each separate topic by itself, and gave correct answers thereto. In Grammar, done equally as well.

Winter term, 9 weeks. Whole number of scholars, 7. Average attendance, 6. At our first visit to this school, we anticipated a pleasant and profitable term. And so it proved. Everything pertaining to advancement appeared to be marked out, and well arranged, for making rapid progress during the term. But your Committee is here under the necessity of making the same apology that he made in case of No. 5; although he regrets very much that he was unable to meet this little intelligent flock, with their faithful teacher, and their interested parents, at the close of their pleasant term. But the Committee that favored you with a visit at the close, reports highly in your favor, and instructs me to report accordingly. Therefore, as I have given rather a protracted report of the summer term, it is not expected to spin a long thread on the exercises of the winter term, as the scholars were the same. Suffice it to say, this school stands high in the estimation of your Committee in point of scholar-like appearance, and, also, for the rapid improvement made during the last two terms, in which the four young ladies have made rapid advancement in all the studies attended to, especially Greenleaf's Common School Arithmetic, some of them having mastered, and others nearly so, the contents of said book. Writing, good. This was Miss Foster's first school. Though young, she has good qualifications as a teacher. It is a rare thing to find an inexperienced teacher who discharges her duties as pleasantly and advantageously as she does. There is nothing to prevent Miss Foster from becoming one of our most able and efficient teachers. And in fine, many of our able teachers might well be proud of the honors won by this teacher in her first school.

DISTRICT NO 10.

Miss Ella M. Armes, teacher. There was but one term in this District. Length, 10 weeks. Whole number of scholars, 15. Average attendance, 12. This school, though small, requires a firm and steady hand to successfully govern it. It appeared, at the final examination, that while those disposed to study had made good improvement, others had taken advantage of the kindness of the teacher and misspent their time to the detriment of all concerned.

DISTRICT NO. 11.

Both terms of this school were taught by Miss Ellen M. Ayers. Length of first term, 6 weeks; second, 9 weeks. Number of dif-

ferent scholars. 11. Average attendance, 8. This was Miss Ayers' first attempt at school-teaching; and the first term was not free from such short-comings as usually attend first efforts; but the examination, at the close of the last term, was highly satisfactory. Good progress had been made in *all* the branches studied.

DISTRICT NO. 12.

Mr. B. O. Foster, Prudential Committee. The Winter term was taught by Mr. George H. Mason, of Canterbury. Number of scholars, 33. Average attendance, 27. Number of weeks kept, 7. Your Committee would here say that notice of the close was sent, but not received. Therefore, he did not visit it on the day set. But parents and others attended, and report was favorable. On the next day, your Committee made a visit to said school, but did not find all the scholars present that were in attendance the day before, in consequence of not knowing for a certainty that the Committee would be present on this day. On the examination of those in attendance, they gave good evidence of their improvement during the term, which led your Committee to think if all had been in their seats, it would have been clearly shown that the advancement was equally as good as in other schools of same length of time. The classes in Primer, first, second and third Readers, were all passable, with good improvement from commencement of the term. The first class in Fourth Reader read with much ease, minding with care the pauses, and calling the words distinctly. The advancement of this class was highly commendable. The classes in Emerson's, Colburn's, Greenleaf's, Primary, and Intellectual, performed well. Those in Greenleaf's Common School showed much correctness in their answers, and at the board displayed a good degree of correctness in their demonstrations. In History, Geography, and Grammar, all appeared much to their credit. Writing, some gain. Valedictory, creditable to the young lady. The other young ladies' productions as much so. Mr. Mason was very decided in the manner of governing and also teaching his pupils, and to infuse into their minds correct and useful ideas, was his constant aim. And further, he labored hard to win for this school a good reputation for order and scholarship. But the teacher, in his remarks, thinks a few of the parents and scholars tried to injure him. Now, if this is so, it is all wrong. The pernicious habit on the part of some one or more of the parents, in connection with evil-minded scholars in particular Districts of opposing nearly all teachers, whether good or bad, who have, perhaps, unfortunately for themselves, taught these schools, has been too prevalent. Parents and scholars! your schools must be governed, whether you approve or denounce. Mr. Mason, as a young teacher, should be highly commended for his firmness and straightforward course in governing his pupils, and, if he gives his mind to teaching, ere long he will rank among our best and most able teachers.

The Summer term was taught by Miss Ella M. Armes. Length of school, 9 weeks. Whole number of scholars, 27. Average attendance, 20 21-103. The teacher was gentle and affectionate to her pupils. She and her scholars accomplished much, and must have been very industrious. Had this teacher encountered opposition, or a difficult school, she might not have succeeded as well; as it was, the result is praiseworthy. Great credit is due the District generally for its harmony and support of the school. Especially are the scholars to be commended for their disposition and determination at the commencement of the term, to secure all possible advantage, and have a good school, whatever contingences might arise.

REMARKS.

The discipline and instruction of our teachers have been generally gratifying, and the expanding powers of the youthful mind inspiring, so that, while we have shrunk from the responsibility, we have been urged forward with hope and pleasure.

We are happy to report general progress and a good degree of harmony in the districts. It is encouraging to observe an increasing interest in the schools by parents and friends. They seem to appreciate more fully the importance of this subject, and manifest a disposition to engage with more earnestness in giving their energies to the support of their schools for the advancement of their children in education. While a good commencement is made, it is *only* a commencement. Some districts are in advance of others, yet great deficiency exists everywhere.

It is manifest that the success of schools is in proportion to the interest shown by parents and friends. While some teachers have succeeded well, being sustained by the districts, they would most likely have failed as others have, without this support. The instances are very rare when a teacher will succeed, unless thus sustained. There should be at least a tacit support, and never, in the slightest degree, an open opposition.

To illustrate the importance of combining the friendship and efforts of the district with the labors of the teacher, let us view the case of the Shakers. It has long been proverbial that the Shakers have a good school. When the circumstances are considered, the truth becomes confirmed. The secret of success, and yet no secret, is this: the entire Shaker influence is exerted in favor of the school.

The best person for teacher is selected by universal consent; that person is provided with every possible advantage in reference to the business of teaching, and the pupils are placed under the care of this teacher through the entire year, as long as the teachership con-

tinues. Those of more experience, at the same time giving aid and counsel. Then the most suitable person to take charge of the general school interests is selected by common consent. To this is added the entire influence of the society, no counter-currents ever affecting the school. Also, suitable opportunities are improved to secure encouragement to the pupils by the influence of strangers and friendly visitors. For house and accommodations no expense is spared: consequently the universal testimony of the best judges is, the Shakers have the best of schools. Why should it not be so? Strange were it otherwise. A good school is the legitimate result of the course pursued. A similar course will ensure the same result in all cases.

It is equivalent to a first truth that a concentration of all the influences of the district in an active, harmonious oneness in favor of the school everywhere, will result in perfecting the development of the system, as far as the capacity of human nature will admit. Until this course shall be adopted, our schools must continue in a path far beneath the elevated standard which should be their destiny.

A good teacher being employed, sustained and encouraged by the united co-operation of the district, however mean the school room or poor the class books, there will be surely a good school. But how much better with a good house, cheerful surroundings and good books. May we then be allowed to plead in behalf of children and youth, that no reasonable pains and expense may be spared in providing good houses, with such convenient and attracting appurtenances as shall promote the highest interest of our schools, and the consequent welfare and happiness of the community.

PRUDENTIAL COMMITTEES.

The selection of teachers being almost solely the business of the Prudential Committee, it is plain to all that to this office men should be elected of discernment, candor and good judgment, whose object is the interest of the school. He should judge of the merits of a teacher without relying upon the opinion of another; then he will not be led astray by the indiscretion, partiality or incapacity of irresponsible persons. It is an ancient adage, "if you wish anything well done, do it yourself."

SELECTION OF TEACHERS.

A stranger should not be selected when an acquaintance of acknowledged qualifications can be procured, and for various apparent reasons one of the town should be employed in preference to another when as good a teacher. All teachers should be engaging in person and manner. It is cruel to impose a forbidding and repulsive teacher upon a school, from the bare sight of whom the pupil will shrink or feel instinctive rebellion, and require them to respect and enjoy the instruction of such teacher. The looks and manner of the teacher, when agreeable, become a passport to the pupils' favor

and confidence, and the medium of success. Some persons possess those indefinable qualities resulting from natural organism, which enable them to lead and control others, without producing a sense of submission—the great excellence and beauty of school government—such persons, with the common requisites, make the best of teachers, directing their pupils by an imperceptible influence, as the magnet sways the needle. Teachers should be not only patient and amiable but persevering and constant, not spasmodic and fitful.

A person who exhibits the least dereliction in morals should never have the care and training of our youth. Citizenship should never be overlooked. Patriotism should be understood and appreciated by every teacher, and occasional lessons regarding it should be given. So with the general social relations. This obligation, though too much disregarded, results from the fitness of things as well as from the statute. The voice should not be unobserved. Every teacher should possess a good, clear voice, neither too rapid or too moderate; of sufficient volume and sufficiently soft to be pleasant. He will then be able to correct the prevailing defects in the voices of his pupils. It may be proper to remind parents of their woful neglect in not training at an early age the voices of their children, allowing them to grow up in careless habits of speaking, the sad effects of which are to be seen in our schools, as well as elsewhere.

One other class of persons sometimes employed as teachers should never be engaged for this business—those who are easy, slack or careless, however amiable or well educated.

Whenever a good teacher is found, the price should never defeat an engagement. A good teacher will not be paid too dearly, nor a poor one ever had too cheaply. Should he board himself and give his services, he will be an expensive incumbrance and an evil to be avoided. Secure a good school or have none.

We would call attention to a few occasional cases of insubordination. In such cases the result is detrimental in a high degree. Parents should either control their children or withdraw them from school, and not force the teacher to resort to severe measures, or the district to a legal course for removal. When the parent neglects his duty and the pupil persists in his course, the public sentiment should be so pointedly expressed that the parent and child would be made to feel that such a course is disreputable, disgraceful and criminal.

We hope parents will more fully appreciate the importance of their children's being more constant and prompt in their attendance at school. Absence and tardiness not only injure the child, but are an annoyance and injury to the school.

One other thing to be observed with the Shakers. It is well known that with them utility is a law. They allow only the most practical studies in their school. These must be thoroughly understood. They commence at the foundation—the elements. From this they sweep the whole ground upward. When the practical

school course is completed, those who wish may pursue advance studies in any branch of science, *out of school*. So should it be in all our common schools. And those who desire it should go elsewhere to pursue a more advanced course, and leave the advantages of the common school to those who are too young or too poor to enjoy any others. Let not the able rob those who are unable.

There is a growing disposition on the part of teachers as well as parents and scholars, to introduce the higher branches into our district schools, to the great detriment of the schools, consuming much time and labor which might be otherwise better employed. This is done in frequent instances, when the pupil has not yet become acquainted with the elementary part of education. This is a kind of left-handed operation. For we have left-handed minds as well as left-handed muscles. There is no serious objection to a person's being left-handed physically. Such are sometimes very convenient, and with right-handed minds, they make the best of citizens. But a left-handed intellect is to be detested and shunned as a nuisance and bane to society. Such an intellect is continually jostling its possessor, rather, *than* the person of which it holds possession, against the proper and legitimate course of things; putting things out of place; doing things at the wrong time—seizing things at the wrong end, and putting them wrong side up—arranging principles and laws reverse to nature,—disturbing the general fitness of things, pursuing the wrong track—retrograding, while others are progressing. If such would pursue their wild course alone, less harm would result. But restless in error and confusion, they magnify the object of their aim, deceive and distract others, and turn them from an onward proper course.

They are at variance with propriety and prosperity; disturbers of the public peace; hindrances to progress, revolutionists, destroyers, a curse to the world. Left-handed minds are likely to adopt left-handed ethics, consequently, left-handed morals, religion, and left-handed patriotism. Persons of this class are not suitable to be put in charge of our youth, or to occupy any influential social or civil position. The less they are allowed to share in directing the progress, or in the control of the destiny of a nation, or community, the better.

But we would not apply all this to the point in question above suggested. The intention is, to direct attention to the danger of commencing a left-handed course of action. It is counter to the instruction of wisdom, counter to good sense, counter to safety, and counter especially to the interests of common schools.

Introducing the higher branches of study into common schools, is putting a thing in its wrong place. Commencing such, before one has become master of the elements of the language of his mother and country, is like erecting a superstructure, before the necessity of a permanent substructure has been taken into consideration. In either

case, there must be a fall. No one can establish a permanent and symmetrical intellectual character, except upon a firm basis.

It will be seen that we have dwelt at length upon a few specific and essential points upon which, in our opinion, the success of our schools depends, more than upon all others.

If the minds of our fellow citizens acquiesce in the course suggested, and this course be adopted in good faith, a marked improvement will become obvious, and it is hoped that all may rejoice in the progress.

JONA. AYERS,	}	Superintending
WM. H. FOSTER.		School
LORRAIN T. WEKS.		Committee.

